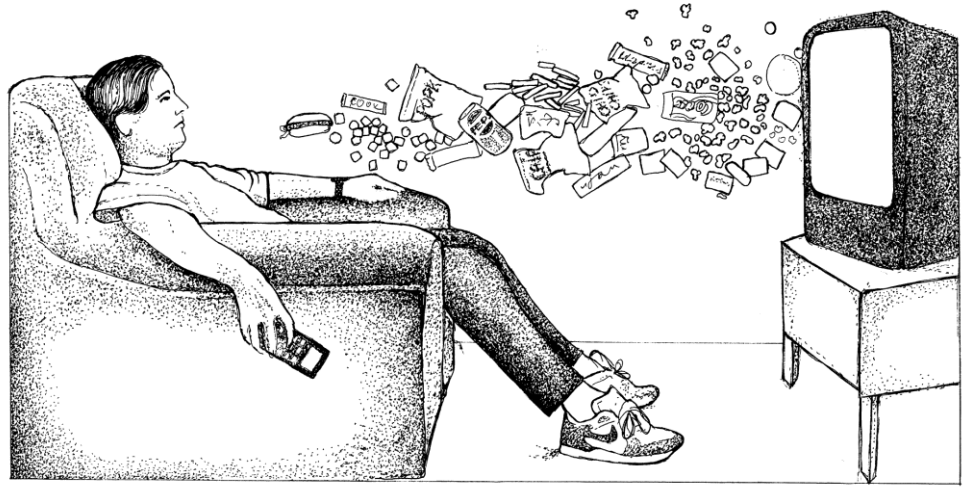


The Scenario:

The year is 2013 and government officials are convinced that they can “crack down” and prevent rising rates of youth



violence, internal terrorist attacks, provocative behavior and even educational achievement gaps. They have decided that such websites as Twitter, Facebook and YouTube have all contributed to the estimated increase in these five areas. Additionally, twenty years of statistics prove that *music* has been identified as having the largest negative impact on adolescents. The government has declared that since today’s adolescents are “overwhelmed by offensive, violent, sexual and dangerous content” through a majority of song lyrics and their innuendos, and then given the chance to spread these contents using technological advances (such as Twitter, Facebook and YouTube), then ALL ARE TO BE ABOLISHED.



The law states:

As of June 1, 2013 all CDs, cassettes, videos, records, DVDs and other recordings of MUSIC will be burned immediately. All citizens and those thereof are expected to bring any music they have with lyrics to their nearest Fire Department immediately. Those found in possession of lyrical music after the date set forth will be tried in court.



Save the music!!!

TWITTER, FACEBOOK, YOUTUBE, I-PODS AND MORE! OH MY!

2-3 days activity



Your task: Save the Music.

To most, music is not just used for entertainment. It's not just used to provoke actions or emotions. It is, however, always a reflection of our time period—just like books. Your group has just met for the first time. You are the rebellious ones in love with music and the words that go with them. You are determined to not let music as you've known it to be abolished, yet you cannot afford to takeover the government and/or risk the consequences of getting caught.

Like the “Book People” did in *Fahrenheit 451*, your group must decide on an action plan. You may mimic theirs if you'd like. They chose to *memorize* books (one per person) to keep the books alive, so to speak.

As a group, decide on a list of songs that you want to “save” (maximum of 10 songs, minimum is the amount of people in your group). Keep a list and answer *why* you've chosen these songs, in particular. Then, create an action plan (in writing) that explains what each person/group's responsibilities are. Consider the following questions to help get you started:

Who will be involved?

Can you accept new members?

How will you seek new members?

How will you avoid getting caught?

Kill the music!!!

TWITTER, FACEBOOK, YOUTUBE, I-PODS AND MORE! OH MY!

2-3 days activity



Your task: Kill the Music!

To most, music is not just used for entertainment. It's not just used to provoke actions or emotions. It is, however, always a reflection of our time period—just like books. Your group has just met for the first time. You are the ones that are totally in support of the government's decision. Your “enemies” are those in love with music and the words that go with them. You are determined to help music as you've known it, to be abolished.

Like the “Book People” did in *Fahrenheit 451*, other groups will probably be trying to establish a “secret” way to keep the music alive. You must act as the Police and the Firemen in our novel.

As the law is written, there seems to be a lot of loose ends, or “holes”. As a group, your responsibility is to add specific details or changes to the law, in order to help enforce the abolishment of music. You must be able to explain and support the need for your proposed changes to the law.

All amendments to the law must be approved by majority vote of your group and can be vetoed by the mayor (AKA, your classroom teacher).

Then, create an action plan (in writing) that explains what each person/group's responsibilities are. The (amount of) members in your group are the leaders of your community. In your action plan, consider the following:

Who will be involved in your plan?

Can you accept new members?

How will you seek new members?

What will you do to enforce the law?

Your Mission, if you choose to accept...

(although you don't have the choice not to)

Operation (*CIRCLE ONE*): “Kill the Music” OR “Save the Music”

Team Members: _____
(4-6 members) _____

Purpose: To create a plan for your cause and its successful implementation.

Materials: Poster paper, pens, copies of this template (completed by individual groups).

Directions:

1. Using this form as a template, develop an action plan for each goal identified through your assignment sheet and clarified through group meetings. (TOTAL 25 POINTS)
2. Copy the action plan on to poster board that will be displayed in a central area. You may add categories or sub-areas as necessary but the information requested below must be present. Your posters must be 2-sided. **The actual layout and design of the poster can vary as long as it does not exceed 22"x28"** (average poster board size). *See BASIC REQUIREMENTS below.
3. Review grading rubric.

4. Basic Requirements of the Poster:

- 1) **Attach & display your group's completed Action Plan on Paper** (attached).
 - must be detailed, specific, and original.
 - must consider all the “what ifs” and gaps.
 - you may glue your original paper to your poster board *or* rewrite/type it.
- 2) **Class time** must be used wisely! Stay on task.
- 3) **1 poster board** (any color).
 - utilize all of the space on one side of the poster board (you may use both sides, if needed)
- 4) **Get/bring-in your desired art supplies**—including your own poster board. (*Some markers, scissors and glue will be available for you; however, if you want to use something else, you are responsible for them.*)
- 5) **Include a minimum of 4 graphics.** They must be attached to the poster board in some way that does not exceed its overall size limit.

Suggestions for graphics:

 - Can depict any form of **propaganda** you might plan to use in your efforts to achieve your goal.
 - Advertise for your cause or group.
 - A doctrine of “the law” (with or without your amendments, depending on what group you're in).
- 6) **A secret symbol or logo** to help identify yourself to other like-minded individuals (*depending on what group you're in*).
- 7) **Group's cause** must be clearly stated on the poster (*i.e.* “Save the Music!” or “Kill the Music!”)
- 8) **Group members' names** must be seen on the poster somewhere.

5. Prepare a Group Presentation to present the following:

- 1) Introduce each member of the group (each member should introduce him/herself).
- 2) Introduce your group's cause (“Save the Music” or “Kill the Music”)
- 3) Display/ Introduce your poster so everyone in the class can see it.
- 4) Explain your graphics & why/how you chose to include them.
- 5) Discuss the group's entire action plan—DON'T JUST READ OFF OF YOUR PAPER—explain it!

Poster Rubric

Team Members: _____

(4-6 members) _____

CATEGORY	6	5	4	3	2	1	0	Points Earned
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.		All but 1 of the required elements is included on the poster.		Several required elements were missing.		_____
Attractiveness (Neatness)	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.		The poster is acceptably attractive though it may be a bit messy.		The poster is distractingly messy or very poorly designed. It is not attractive.		_____
Use of Class Time	<u>Each group member consistently worked well</u> during each class period. The group was focused on getting the project done and <u>never distracted others</u> .	Overall, the group members used <u>most of the time</u> well during each class period. Usually focused on getting the project done and <u>never distracted others</u> .		Overall, the group members used <u>some of the time</u> well during each class period. There was some focus on getting the project done but <u>occasionally distracted others</u> .		Overall, the group members <u>did not use class time</u> to focus on the project OR were <u>often distracting</u> others.		_____
Graphics: Originality & Purpose	<u>All of the graphics</u> used on the poster are purposeful and reflect an <u>exceptional degree</u> of student creativity.	<u>Most of the graphics</u> used on the poster reflect student creativity. The others looked like "space fillers" and were not purposeful.		<u>Some of the graphics</u> are too vague to relate to the topic, or simply lack purpose to be there (space fillers)		<u>No graphics</u> were used on the poster or the graphics that were included are all unnecessary.		_____
Grammar & Mechanics	Capitalization, punctuation & grammar are correct throughout the poster. (<u>0-2 errors</u>)	Minor (non-distracting) capitalization, punctuation and/or grammatical errors are found. (<u>3-5</u>)		There are several (<u>6-8</u>) distracting capitalization, punctuation and/or grammatical errors.		There are <u>more than 8</u> capitalization, punctuation and/or grammatical errors that detract from the overall focus and quality of the students' work.		_____

Late? -5 points each day ☐ yes ☐ no

****Poster Total=** _____/30

****ACTION PLAN ON PAPER:** _____/25

Your Peers' Evaluation= _____/5

Presentation Total= _____/5

Final grade on Project: _____/65

****NOTE:** The total grade earned for the poster & action plan will be shared by all members of the group; choose your group carefully. The Peer Evaluation grade and your Presentation will be part of an individual grade, though they're both influenced by the rest of your group members. .

Mrs. Tolin

Presentation Rubric

Name: _____

Criteria:	Exceptional (Always/ all the time) 5	Accomplished (Most of the time) 4	Proficient (Some of the time) 3	Developing (Seldom; very infrequently) 2	Ineffective (Almost-never) 1
1. Attentive listening	Applied attentive and active listening strategies while other groups are presenting				
2. Eye contact	Made consistent eye contact with audience members throughout the room while presenting				
3. Voice (volume)	Adjusted volume, phrasing, enunciation, voice modulation and inflection to stress important ideas & impact audience response.				
4. Knowledge of content & Contribution	Speaker participated in the presentation and appeared knowledgeable about group's work				
5. Maturity	Student did not try to display inappropriate or distracting behaviors or actions during group presentations.				
6. Professional body language	Presenter appeared "professional" and was standing straight; not sitting, leaning, playing with hair, chewing gum, etc.				
7. Basic Presentation Requirements were met	Introduced each member of group; introduced group's cause; displayed poster; explained graphics & why/how they were chosen; discussed the group's entire action plan.				
subtotal:					

Total (____) divided by 7 = average points / 5

Average Score Earned: ____/5

Mrs. Tolin

Action Plan on Paper—Page 1 of 2.

Operation (CIRCLE ONE:) “Kill the Music” OR “Save the Music”

Team Members: _____
 (4-6 members) _____

Describe your group’s overall goal:

Tasks/Action—What steps need to be taken to lead to the accomplishment of your overall goal? <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Resources—What do you need? <i>Funding, Time, People, Materials, etc.</i>	Estimation of Time <i>How long will this continue? Will there be an end-time? Does something need to be completed before this task can begin?</i>
1.	1. →	1. →	1. →
2.	2. →	2. →	2. →
3.	3. →	3. →	3. →
4.	4. →	4. →	4. →
5.	5. →	5. →	5. →
6.	6. →	6. →	6. →
7.	7. →	7. →	7. →

Action Plan on Paper—Page 2 of 2.

Evidence Of Success:

1. *How will you know that your group is making progress?*
2. *What are the minor changes we can expect to see along the way?*

Evaluation Process:

3. *How will you determine that your goal has been completed?*
4. *What will your “success” look like in the end?*

Continued Growth & Implementation:

5. *How will you make sure that your efforts and success will remain intact after you’ve achieved your initial task?*

“Kill the Music” or “Save the Music” ‘Action Plan on Paper’ Rubric

RUBRIC KEY:

4= exceptional detail and creativity, and/or 0-1 mechanical errors
3= good details and creativity, and/or 2-3 mechanical errors
2= some details and creativity, and/or 4-5 mechanical errors
1= minimal details and creativity, and/or 6+ mechanical errors

Criteria	4	3	2	1
1. Tasks/Action Steps				
2. Responsibilities				
3. Resources				
4. Estimation of Time				
5. Evidence Of Success:				
6. Evaluation Process:				
7. Continued Growth & Implementation				
8. Group Member Names (*all names included)	N/A	N/A	(all or nothing)	N/A
subtotal:				
ACTION PLAN TOTAL:	_____ / 30			

GROUP EVALUATION RUBRIC

***Each person in group must complete one eval. form per member in your group.**

- 5 = Exceptional (Always/ all the time)
- 4 = Accomplished (Most of the time)
- 3 = Proficient (Some of the time)
- 2 = Developing (Seldom; very infrequently)
- 1 = Ineffective (Almost-never)

Group #: _____

Your Name: _____

Member Name: _____

Criteria:	5	4	3	2	1
1. extremely helpful					
2. contributes the best ideas					
3. showed exceptional creativity					
4. keeps the group on task					
5. demonstrates leadership skills					
6. Provided supplies (poster board, markers, etc.)					
7. demonstrated extra interest					
8. put-in extra "effort"					
9. reliability; attendance did not hinder group's progress					
10. cooperative and respectful towards all group members					
11. contributed positively & provided encouragement to the group					

Additional Comments:

GROUP EVALUATION RUBRIC

***Each person in group must complete one eval. form per member in your group.**

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- 1 = Ineffective (Almost-never)

Group #: _____

Your Name: _____

Member Name: _____

Criteria:	5	4	3	2	1
12. extremely helpful					
13. contributes the best ideas					
14. showed exceptional creativity					
15. keeps the group on task					
16. demonstrates leadership skills					
17. Provided supplies (poster board, markers, etc.)					
18. demonstrated extra interest					
19. put-in extra "effort"					
20. reliability; attendance did not hinder group's progress					
21. cooperative and respectful towards all group members					
22. contributed positively & provided encouragement to the group					

Additional Comments:

Individual Reflection and Self-Assessment Response:

Due _____

In 1-2 paragraphs, please respond to the following questions to give me an idea of what went on “behind the scenes” and in your head while completing this project. Your input is appreciated and will assist in the decision to repeat a similar project. You may attach a separate sheet of paper, or write on the backside, if necessary.

1. Overall, how well did your group work together? Provide examples. (Don’t just say “good” or “not good.”) Was the group work and other responsibilities distributed evenly?
2. What did you, personally, gain from this project?
3. What weaknesses did you see in completing this project?
4. Overall reflection: (“other comments”)

Individual Reflection and Self-Assessment Response:

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In 1-2 paragraphs, please respond to the following questions to give me an idea of what went on “behind the scenes” and in your head while completing this project. Your input is appreciated and will assist in the decision to repeat a similar project. You may attach a separate sheet of paper, or write on the backside, if necessary.

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